

SYNCHRONIZATION OF THE RESERVE OFFICER PROFESSIONAL DEVELOPMENT AND PROMOTION SYSTEMS

BY

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USAWC STRATEGY RESEARCH PROJECT

**SYNCHRONIZATION OF THE RESERVE OFFICER PROFESSIONAL
DEVELOPMENT AND PROMOTION SYSTEMS**

by

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ABSTRACT

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The Army Reserve has attempted to pattern its promotion timeline with Active Duty timelines through the implementation of the Reserve Officer Personnel Management Act (ROPMA). Additional policy changes have further shortened the time between Reserve promotion considerations. Current promotion policies do not fully develop junior leaders in the Army Reserve for functional service as field grade officers. Since the Army Reserve has transformed to an Operational Force, the current promotion system must be aligned with Army Reserve career development models and the Army Force Generation (ARFORGEN) cycle of deployments to allow junior grade officers the opportunity to grow and develop into future field grade commanders and strategic leaders.

SYNCHRONIZATION OF THE RESERVE OFFICER PROFESSIONAL DEVELOPMENT AND PROMOTION SYSTEMS

Our Reserve Components have expanded their traditional role as a strategic reserve to an operational force serving abroad and at home, while our Army's new Brigade Combat Team (BCT) organization is designed so that Army forces — Active, Army National Guard, and Army Reserve — can continue to dominate the enemies we face in this new century.

—General Richard Cody,
VCSA, January, 2007

Background

The Reserve Officer Personnel Management Act (ROPMA) of 1996 was the first major change in Reserve officer management since 1953.¹ It sought to bring Reserve promotions in line with Active Duty time-lines. It had an impact on Reserve appointments, promotions, separations and retirements. It changed the time-in-grade requirement for Reserve officer promotion consideration. Prior to this change, mandatory promotion boards were held based upon a maximum time-in-grade time-line.

FROM	TO	YEARS
2LT	1LT	2
1LT	CPT	5
CPT	MAJ	7
MAJ	LTC	7
LTC	COL	5

Figure 1: ²ROPMA Minimum Time-in-Grade Requirements

In June, 2004, Army Regulation (AR) 135-155, Promotion of Commissioned Officers and Warrant Officers Other Than General Officers, reset the minimum time-in-grade requirements for Reserve Captains and Majors to four years each.³

Time in grade requirements commissioned officers, other than commissioned warrant officers			
		Minimum Years	Maximum Years
From	To	in lower grade	in lower grade
O1 (2LT)	O2 (1LT)	2	42 months
O2 (1LT)	O3 (CPT)	2	5
O3 (CPT)	O4 (MAJ)	4	7
O4 (MAJ)	O5 (LTC)	4	7
O5 (LTC)	O6 (COL)	3	TBD Annually

Figure 2: AR 135-155, 2004 Time-in-Grade Requirements⁴

AR 135-155 also defined the military and civilian education requirements necessary for promotion at each grade. Bachelor degrees were no longer required to become a commissioned officer. (It must be noted that, while not required, most officers obtain their Bachelor degree prior to commissioning as a 2LT.) The first promotion consideration for a Bachelor's degree was for officers being considered for promotion to Captain. Officer Basic Course, now called Basic Officer Leader Course (BOLC) was required for officers to be promoted to First Lieutenant (1LT). It also established that the Officer Advanced Course, now called the Captain Careers Course (C3), was not needed for promotion consideration to Captain, but required for consideration to Major.⁵

Military educational requirements commissioned officers, other than commissioned warrant officers grade		
From	To	Requirements
2LT	1LT	Resident officer basic course.
1LT	CPT	Resident officer basic course.
CPT	MAJ	Any officer advanced course.
MAJ	LTC	Fifty percent of the Command and General Staff Officers Course (CGSOC).
LTC	COL	100% CGSOC.

Figure 3: Minimum Education Requirements for Promotion Consideration⁶

In January, 2005, a policy change was published that directed mandatory promotion of Second Lieutenants (2LT) upon completion of their respective Basic Officer Course and completion of 24 months time-in-grade.⁷ This not only reduced the time requirements for mandatory eligibility consideration to 1LT, but eliminated promotion boards. This made promotion automatic upon meeting the time-in-grade, educational and physical fitness requirements.

In July, 2005, the acceleration of promotion consideration to Captain for Reserve component officers, to include those assigned to the Individual Ready Reserve was directed.⁸ This resulted in Army Reserve officers being considered for Captain 12 months sooner by the mandatory board. This policy change also made a Bachelor's degree a requirement to be considered for promotion to Captain. Prior to this, First Lieutenants were considered for promotion to Captain without a Bachelor's degree with a waiver.

Date	DOR
NOV '05 BOARD	DOR < 31 AUG 02
NOV '06 BOARD	DOR < 31 AUG 04 (two year groups)
NOV '07 BOARD	DOR < 31 AUG 05

Figure 4: Minimum Date of Rank for Consideration to Captain⁹

The intent of current policy is to create promotion competition and selections based upon best qualified and not just fully qualified. The objectives of these policy changes are:

- To bring parity between Active Component and Army Reserve officers.
- To help reduce the shortage of captains in the Army Reserve.
- To reward educationally qualified officers with early promotion opportunity.
- To recognize that many first lieutenants are already serving in captain positions.

Promotion Grade	Pre-ROPMA Mandatory Board TIG requirement	ROPMA Mandatory Board TIG requirement	TIG (Current)
2LT to 1LT	36 Months	24 Months	18 Months
1LT to CPT	72 Months	60 Months	36 Months
CPT to MAJ	84 Months	84 Months	60 Months

Figure 5: – Consolidated Officer Promotion Time-In-Grade (TIG) Requirements:

There has been, and continues to be, much debate on whether there should be parity between the Active and Reserve components for promotion. A 2006

memorandum from the Assistant Secretary of the Army (Manpower and Reserve Affairs) directed that Reserve Colonel Promotion boards would be extended out an additional year from the then 48 month TIG requirement.¹⁰ The intent was to allow Lieutenant Colonels the opportunity of experiencing a well rounded professional development cycle to include completing their ILE requirements, serving on General Officer staffs, command opportunities, and mobilization. If there is a thought at the field grade level to slow down promotions to allow maximum exposure to all aspects of becoming a well-rounded officer, then accelerating the junior grade promotion process may not be in the same officer's best interest. Maybe parity with the Active Component is not what is best for the Reserve Component.

The Reserve Professional Officer Education (PDE) system has also evolved over the past years. Since 2004, the Officer basic course has been called Basic Officer Leadership Course (BOLC), and includes three phases. The first phase was the programs designed to commission an officer. These included the Army Service Academy, Officer Candidate School (OCS), Reserve Officer Training Corps (ROTC), and Direct Appointment (DA).¹¹ Upon completion of one of these programs, soldiers were commissioned as Second Lieutenants in the United States Army or Army Reserve. There were two post-commissioning phases required to become branch qualified.

Phase II was an active duty, seven-week, leader training program that prepares officers in troop leading procedures and practices. This phase was conducted at Fort Benning, GA or Fort Sill, OK. Phase III was an active duty, six to seventeen week branch technical/tactical phase taught at the individual branch schools that qualifies the officer in the specific branch they were commissioned into. With travel and transition

time, a Reserve officer could be on active duty, away from their unit and civilian job, for a minimum of 15 weeks and up to 30 weeks for direct commission officers attending an extended Phase III.

In October, 2009, the Commanding General (CG) of Training and Doctrine Command (TRADOC), approved the elimination of BOLC II and the transfer of specific BOLC II tasks to BOLC III or Future Unit of Assignment, resulting in a modified BOLC-B course located at the branch schools. The last BOLC II classes were scheduled to report 1 November 2009 to Fort Benning and Fort Sill. The last BOLC III classes are scheduled to report early/mid January 2010. BOLC III classes scheduled for March 2010 and beyond have been converted to the BOLC-B Programs of Instruction (POI). Expanded timelines for Phase III attendance have not been established yet.¹² Initial POIs indicate that the modified BOLC-B classes will last from 19 to 30 weeks.¹³

For most Reserve Captains, their professional development consists of four phases in completing their Captain Careers Course. "RC officers will generally attend CCC between their 5th and 12th YOS (Years of Service). There are two ways RC captains may fulfill their PME requirements; attend the Active Army version of CCC or attend a CCC (RC) which consists of two, two-week ADTs spaced one year apart, plus up to 295 hours of advanced distributed learning."¹⁴

The first phase is an 80 hour, web-based, distance learning program of common core subjects that officers must complete prior to attending the resident Phase II. This is completed on their own time. Many units allow the officers to work on this phase during their battle assemblies each month.

Phase II and IV are two-week, active duty, 120 hour courses at the officers branch school. Because of the scheduling and funding constraints, most Reserve officers complete these phases over two fiscal years. These are often completed in-lieu of an officer's annual training with their units.

Phase III is another 140-hour, web-based, distance learning program that prepares Army Reserve officers for command and staff planning positions in army battalions, brigades, and staff positions within and above corps level by providing training in the Military Decision Making Process (MDMP).¹⁵ This phase must be completed prior to attending phase IV and is often done during battle assemblies. In some specialty branches, such as medical or legal, additional distance learning requirements push this phase up to 215 hours.

Educational requirements for promotion to Major have been streamlined. Prior to ROPMA, officers were required to attend both an officer advanced course and a Combined Armed Staff Service School (CAS3). At that time, selection for resident advance course attendance would mean 12 – 24 weeks on active duty and an additional seven weeks for CAS3. Current requirements only mandate the completion of a Captain Career Course for promotion to Major.

Discussion

The challenge of the Reserve Officer, from Lieutenant through Major, is how to balance the civilian and military education requirements for the promotion process, while gaining hands-on knowledge and experience in units they are assigned to in preparation for mobilization and deployment.

To continue providing capabilities to support the Army in sustained joint and expeditionary operations, the Army Reserve implemented the Army Reserve

Expeditionary Force (AREF) as part of the ARFORGEN requirements. Beginning in 2005, ten like-structured deployable organizations called Army Rotational Expeditionary Packages (AREPs) were formed. Units in each AREF plan to mobilize for up to twelve months once every five years.¹⁶

Through the use of this five-year rotation cycle, AREF offers increased predictability to Army Reserve Soldiers, their families and employers. With this concept, the majority of Army Reserve units are assigned to one of ten Army Reserve Expeditionary Packages (AREPs). While units in Year One (left side of Figure 6) are reconstituting after returning from a deployment, units in Year Five (right side of chart), on the other end of the cycle, are prepared, trained and equipped to mobilize and deploy wherever needed. Under AREF, resources, such as personnel and equipment, are aligned according to where units are in the rotation cycle.¹⁷

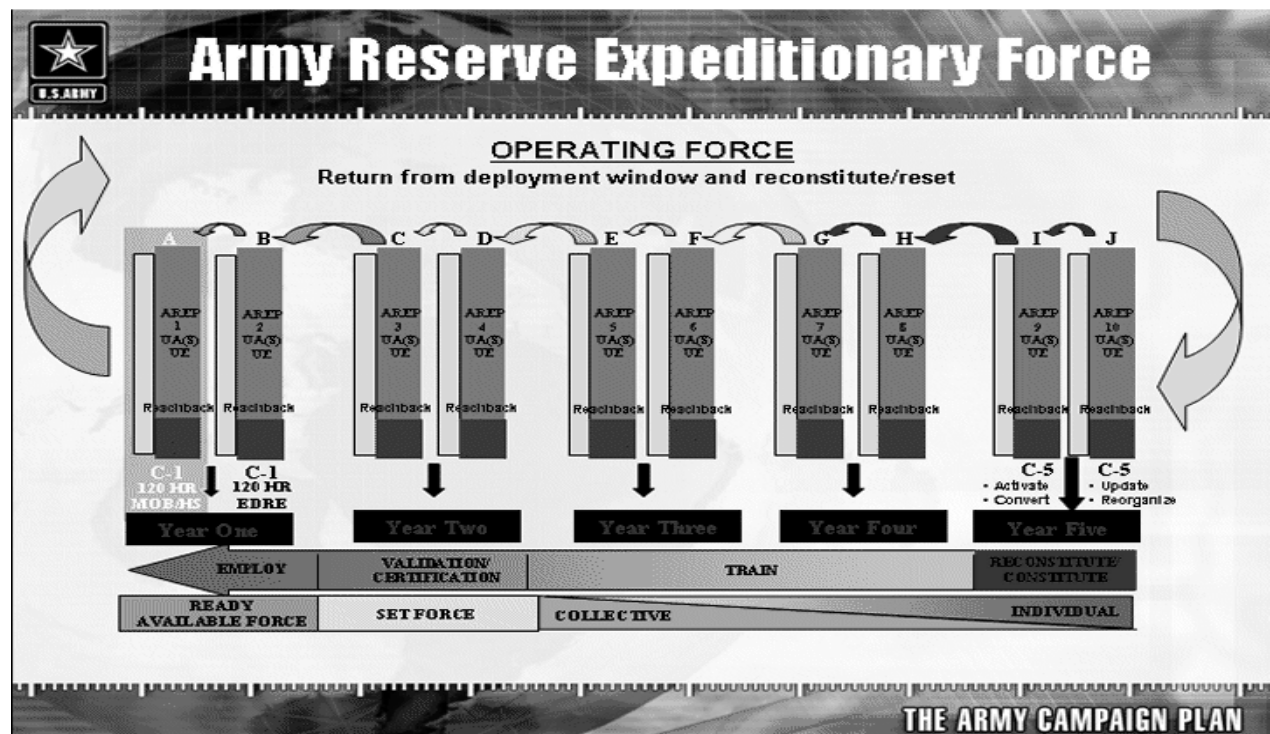


Figure 6 – Army Reserve AREF Package Cycle:¹⁸

Most Reserve officers are scheduled to complete their BOLC in their first year following commissioning. Human Resource Command (HRC) attempts to schedule Phase II and III back-to-back. This allows the officers to be on continuous active duty without a break in service for training. With the elimination of PH II and the transition to a modified PH III, Reserve officers will be able to complete their BOLC requirements without a break in Active Duty service for training.

Depending upon when they are commissioned and scheduled for their BOLC, 2LTs usually spend their first year preparing for and attending their BOLC qualification. This is significant in that, until completion of BOLC, an officer is not branch qualified and non-deployable for service. This often does not provide time for the officer to integrate into their unit prior to BOLC. If the unit is in year 1 or 2 of the AREF cycle, the officer gains their basic branch understanding, but loses the practical hands-on experience of the training that the unit is going through. Specialty training, driver's certification, and platoon or section training of operational procedures are a few of the individual and collective training the officer misses with the unit while they are completing their BOLC. Additionally, the esprit-de-corps and relationships necessary for a cohesive unit's readiness for mobilization and deployment are lost.

While the traditional leadership positions of Platoon Leader as a 2LT and company Executive Officer (XO) or battalion Staff officer as a 1LT are still highly sought after goals, the critical shortage of junior officers often dictates that lieutenants serve in higher-grade positions right out of BOLC. The opportunities of developing basic leadership skills at the lowest level, including the integration of officer-NCO leadership teams as platoon leaders and sergeants are often by-passed.

This loss of junior officer development is compounded by the current promotion cycle, which automatically promotes 2LTs to 1LT after 24 months commissioned service. Even if they return to their unit and begin integration activities, they are often moved to another position, many times a Captain's position, within their unit or in another unit upon promotion.

For many lieutenants who are assigned to units that are in year three or four of the AREF cycle during their BOLC training, their first opportunity at leadership and leadership development comes during the unit collective train-up for a deployment. In some cases, upon promotion to 1LT, the unit they deploy with is not the unit they were commissioned with. Instead, they could well be cross leveled to a deploying unit right out of BOLC.

At the company level, the current promotion schedule does not allow an officer to remain with their original unit of assignment for a complete, five year AREF cycle. From commissioning to promotion consideration to Captain, the time in service requirement is now 48 months.¹⁹ Unless an officer was selected to be the unit's Company Commander, they would not deploy with their unit, and would be cross-leveled or reassigned to another unit for training, mobilization, and deployment.

This also brings about an accelerated leadership development for the junior officers; often in a war zone environment. Many officers return from mobilization ready to take on additional responsibility. This includes Company Command, Battalion primary staff officer positions, or group and brigade staff positions normally assigned to Captains. Any opportunities of developing basic leadership skills at the lowest level, including the integration of officer-NCO leadership teams as platoon leaders and

sergeants and peer relationships with other lieutenants in that unit, learning and growing from each other, are now completely lost. The basic troop leading procedures, practices and techniques that were once the cornerstone of officer development are passed over.

Another factor to be considered in the officer development of lieutenants is civilian education. With the increased commissioning of officers through Officer Candidate School and Direct Commissioning from the enlisted ranks, officers who have not completed their civilian educational requirements of a Bachelors degree prior to commissioning must now complete both BOLC and their civilian degree, with consideration of a probable deployment in between, before being considered for mandatory promotion to Captain. While four years may seem like a long time, in Reserve time, that is, at the most, only 48 weekend battle assemblies and four annual training periods. With officers out of the unit for BOLC and possible deployments, leadership development and growth becomes less likely and more of a challenge.

At the Captain level, the challenge between meeting educational requirements and gaining the opportunity to grow and develop into future field grade commanders and strategic leaders is constrained by the reduction in time-in-grade requirements for promotion to Major. The reduction in TIG also reduces the time that a junior officer spends gaining hands-on experience and mentoring from senior leaders before being expected to become a senior leader themselves.

While it is true that many Captains have served above company level as a Lieutenant, most are not given the opportunity to command a company or detachment until they have completed their Captain Career Course. As identified earlier, the

process for getting educationally qualified can take up to two years of battle assemblies and annual trainings. Once educationally qualified, many are thrust into command just in time to mobilize and deploy with the unit in support of different operations. Upon return, they are transferred out to positions often above their rank and grade.

In total, junior officers now have as little as 8 years, that is 96 battle assembly weekends and eight annual training periods, to develop, nurture, grow, learn, and become the senior leader that they will develop into for the next 10 to 20 years of their military career. With a severe lack of junior leaders in the Reserve, the officers are often thrust into leadership roles without sufficient time to develop their own leadership style or characteristics. They are not being given the opportunity to hold key developmental positions long enough to make mistakes and learn from them. We are using the shake and bake, microwave method of developing leaders through trial-by-fire techniques that could have severe implications for the Army Reserve in the future.

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> TPU/IMA Officer Leader Development Guide Transportation Corps (88) </div> </div>						
RANK	2LT/1LT	CPT	MAJ	LTC	COL	
Authorized Positions	665/1	985/37	476/38	115/42	22/10	
MTOE Positions Available	Platoon Leader Mobility Officer Motor Rail Trans Officer Freight Movement Officer Movement Control Officer Assistant Movements Officer	Company Commander PLT Leader OC/T Mobility Officer Motor/Rail Trans Officer Operation Officer Movement Control Officer Bn S2/S3, S1 & S4	Executive Officer Motor/Rail Trans Off Support Operations Off Transportation Staff Off Vessel Chief	Commander Deputy Commander Motor/Rail Trans Off Transportation Officer Terminal Operations Off	Commander Deputy Commander Transportation Officer	
TDA Positions Available	Assistant OIC Assistant Marshalling Operations Officer Operations Officer Team Leader	Log Supply Officer Operations Officer S-4 Cargo Officer Shift Leader Trans Officer	Force Developer Freight Mvmt Off (G4 Plans) Operations IO Officer OC/T TM Chief TC Branch Officer	Asst. Chief of Staff Log Mgt Off Team Chief Trans Staff Officer	ACofS ScTy/Plans/Ops ACofS Transportation Chief of Staff Program Manager	
NOTE	- LT and CPT assignments focus on branch specific assignments; Field Grade Officers are single tracked to the extent possible. - For additional information on career development & management, refer to DA Pam 600-3 (Commissioned Officer Development and Career Management).					
OES	BOLC	CCC (Residence) / OAC/CAX	ILE - Core	AOWC	SSC	
Civilian Education Goals	Bachelors Degree			Pursuing Masters Degree	Masters Degree	
Promotion Time in Grade	Min	2 years	2 years	4 years	4 years	3 years
	Max	48 months	5 years	7 years	7 years	5 years (Subject to needs of the Army)
MRD (Years Commissioned Service or age 60)	Two time non-select will be administratively separated unless board selected for continuation			28 yrs commissioned service	30 yrs commissioned service	

Figure 7: Reserve Officer Leader Development ²⁰

The leader development guide above demonstrates how the Army Reserve's leadership portrays the career development of an officer. This slide is for a Transportation Officer, a common branch in the Army Reserve. While the opportunities for growth and development in assignments are numerous, the reality is that many Reserve officers would be fortunate to serve in one position at each grade.

The future development and readiness of our Reserve officers will be dependent upon the systems developed to that will posture each officer for success. The Army Reserve, like the Department of the Army, is developing an enterprise systems approach to taking care of soldier readiness.²¹ Broke into four components, Readiness, Materiel, Human Capital, and Services and Infrastructure, the leadership of the Army Reserves intent is to provide the best resources and quality of training and education that will prepare and train officers throughout their careers.

The following training strategy slide shows how the Army Reserve is attempting to integrate individual qualification, leader development, and unit / collective training into the unit ARFORGEN training strategy to ensure each officer is prepared to meet the units' deployment requirements and their own qualification and development.

Figure 8: Army Reserve Training Strategy ²²

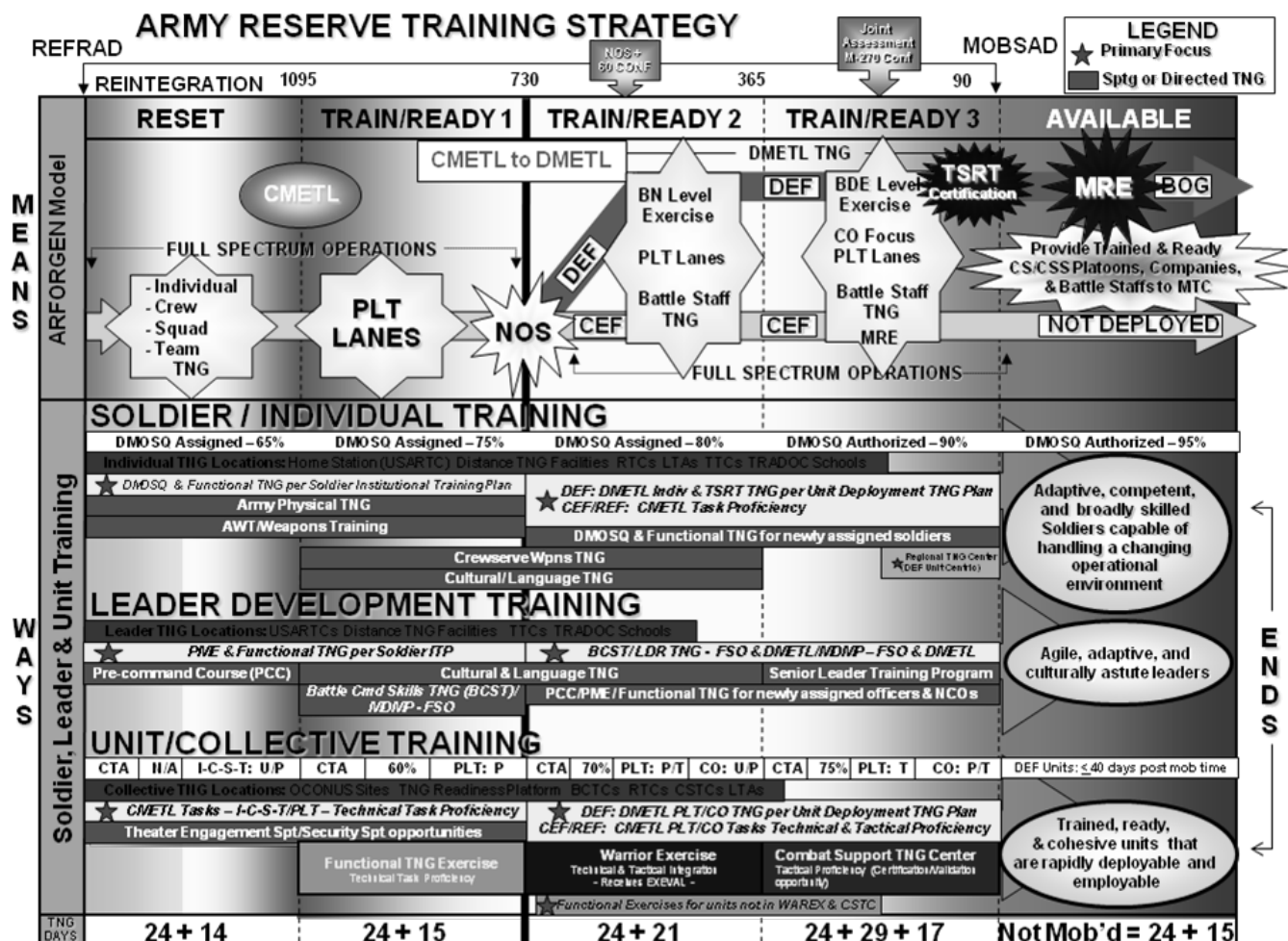


Figure 8: Army Reserve Expeditionary Force (AREF) Training Cycle

Not only in the Reserve components, but within the Army as a whole, the disconnects between promotions, professional education and readiness requirements for mobilization are causing a gap in the leadership developmental learning process of our officers. The basic skills of being able to coach, train and mentor others expected in our senior officers do not have the basic building blocks necessary to be successful. To this end, both the Army and the Army Reserve have created a core competency Human Capital Enterprise (HCE) to address these challenges. The role and mission of the HCE is to: “in collaboration with Readiness, Materiel, and Services and Infrastructure

Core Enterprises, support execution of ARFORGEN including meeting the personnel requirements of the Operating Force and Generating Force.”²³

With the Commander of TRADOC, General Martin Dempsey, at the head of HCE, the Army G1 has been tasked to develop a Human Capital strategy that advises the Secretary of the Army on the issues and priorities that sustain readiness and preserve the Total Force.²⁴ To do this, key leaders from Forces Command, Army Reserve Command, the National Guard Bureau, Recruiting and Accessions Command, and Human Resource Command have joined together to determine how best to efficiently recruit, train, educate and develop Soldiers, Civilians, and leaders for America’s Army and to design and integrate capabilities to meet current and future requirements of ARFORGEN.²⁵

General Casey, Chief of Staff of the Army, believes that the coming together of these different elements of HCE will produce “integration and synchronization” that will cause the core enterprise team to suggest five or six changes that will be needed to sustain a rotational force.²⁶ By combining all the commands that directly control and influence the accessioning, training, and promoting of officers, Gen Dempsey hopes to develop a continuum of service that “allow us to share responsibility for learning over the course of a career...from the time they're assessed to the time they retire.”²⁷

Course of Actions

There are many ways to try and overcome the challenges that the Army Reserve faces in time and resources to allow for a fair promotion system, while allowing time to grow as a leader and receive the professional education needed and required. Finding that balance is critical to ensuring our junior officers receive the well rounded

development they need to be the future field grade and general officers the Army Reserve needs.

COA 1: Maintain Current Policy. The option of continued enforcement of the current promotion policy in effect is not feasible. Because the current policy was enacted prior to changes in the Officer basic course, now called Basic Officer Leadership Course (BOLC), it did not take into account the two post-commissioning phases required to become branch qualified. It also was enacted prior to the development of the ARFORGEN deployment cycle. In many cases, Reserve officers returning to their unit branch qualified do not spend enough time training with their unit to get an annual Officer Evaluation Report (OER) prior to advancement to 1LT.

COA 2: Return to Pre-ROPMA Requirements. This course of action, returning to pre-ROPMA requirements, would increase promotion TIG requirements back to three years to 1LT and four years to Captain. This would allow officers to complete their BOLC training, integrate into their units, and refine their growth as future leaders through their assignments.

While the traditional junior leadership positions are highly sought after goals, the critical shortage of junior officers often dictate that lieutenants serve in higher-grade positions right out of BOLC. The opportunities of developing basic leadership skills at the lowest level, including the integration of officer-NCO leadership teams as platoon leaders and sergeants are often by-passed.

Additionally, with the current ARFORGEN schedule of unit mobilization and deployment, many lieutenants' first opportunity at leadership and leadership development is during mobilization and deployment. To return to the pre-ROPMA time-

in-grade requirements for mandatory promotion boards could stifle officer development and even discourage junior officers to further service.

These requirements were instituted in an era when a traditional Reservist conducted 12 drill weekends and two weeks of Annual Training a year. Under the current ARFORGEN model, this is the minimum requirement during the reset year. During the train-up and readiness years, most officers perform additional training assemblies, conduct active duty for training, and perform three or four weeks of Annual Training per year. The additional training conducted over a rotation cycle is often twice what pre-ROPMA officers ever performed.

Finally, this course of action does not fulfill any of the objectives outlined in the 2005 policy goals listed on page 10. The primary reason for ROPMA, and subsequent policy changes, was to overcome the challenges of the old system and allow for officer development and growth in a new environment as an Operational Reserve force.

COA 3: Return to Original ROPMA Requirements. Many Reserve officers believe it would be a good idea to return to the original ROPMA time-in-grade requirements for mandatory promotion boards. ROPMA was first instituted to bring parity between the Active and Reserve components. Returning to these TIG requirements would allow officers to complete their BOLC training, integrate into their units, and refine their growth as future leaders through their junior officer assignments before facing a promotion board.

As officers integrate with their units, they would have the opportunity to develop critical officer-NCO leadership relationships through 2LT and 1LT in the same unit. At the same time, they would be building peer relationships with other lieutenants in that

unit, learning and growing from each other. The esprit-de-corps developed within the unit would be intended to carry over to mobilization and deployment.

This policy was, in part, designed for senior 1LTs returning from deployment to be placed in Captain positions for promotion in a timely manner. With increased commissioning of officers through Officer Candidate School and Direct Commissioning from the enlisted ranks, this policy was meant to provide time for officers who have not completed their civilian educational requirements of a Bachelors degree prior to commissioning to finish both BOLC and their civilian degree. This also gave consideration to probably deployments before being considered for mandatory promotion to Captain.

While bringing Reserve promotions in line with Active component, this policy does not relieve the critical shortage of captains in the Reserve component like the current policy does. It does allow greater potential for the on-the-job professional development and team building in units prior to deployment by allowing officers to hold leadership positions at lower grades after completion of BOLC.

COA 4: Hybrid between ROPMA and Current Policy. This course of action would be a hybrid between the original ROPMA and the current policies in effect. This COA would keep the ROPMA time-in-grade requirement for mandatory Reserve promotion boards, but allowing Major Commands (MACOMs) to conduct out of cycle promotion boards to consider officers earlier than programmed.

2LTs would be able to complete their BOLC requirements and rejoin their units in positions appropriate to their rank and experience. Promoting 2LTs to 1LT after 36 months would allow commanders to give the mentoring and professional development

necessary to grow competent, effective leaders at the entry level. This would also give promotion consideration to the new BOLC education system.

Likewise with 1LTs, they would have time to finish any civilian education requirements and completely integrate into a unit's program designed toward mobilizing and deploying with the unit they have built that cohesion and esprit-de-corps with. Upon return from deployment, the officer would most likely be in the zone of consideration for Captain and be ready to move on with their careers. Most officers would be able to receive a well rounded program of training and mentoring. This would include the completion of all their educational requirements, development of basic leadership skills and team building with senior NCOs and fellow junior officers within their unit. They would also gain the experience necessary to develop into competent, capable field grade officers in the future.

At the same time, there will be officers who have substantial enlisted leadership experience, have completed all their education requirements, and deploy out of the ARFORGEN cycle. The knowledge, experience and training they receive should allow them to be considered for accelerated promotion opportunities. By allowing regionally-based MACOMs to hold out of cycle promotion boards, they can be slotted and considered for key position and command opportunities at the next higher grade. To ensure that there is not abuse of system, all accelerated promotions would have to be approved by US Army Reserve Command and orders for promotion cut from a centralized office.

A key component to this COA is the opportunity for officers to complete all their educational requirements without penalty of early mandatory promotion boards. Under

the current accelerated policy, officers who have not completed BOLC in two years will be non-selected. After their second non-select, just three years after commissioning, they will be released as an officer. In some cases, Reserve officers who have demanding civilian occupations find completing BOLC in two years a challenge.

Recommendations

Recommendation 1. Have TRADOC reserve a seat for BOLC, with funding and orders, at the time and source of commissioning. This would allow both units and officers to know when the officer would be gone from the unit. A substantive training plan can be developed for the officers to maximize the time spent with the unit prior to BOLC. If time allows, an initial OER plan can be developed and significant mentoring can be accomplished prior to branch qualification.

Recommendation 2. Return back to the original ROPMA requirements for mandatory Time-in-Grade promotions of Second Lieutenants through Captain. This would allow junior officers time to complete all their education requirements. This would also align the promotion cycle with the five year ARFORGEN deployment cycle of a Reserve unit. Junior officers could train, deploy and conduct their wartime mission with the same unit and personnel. The stability afforded the officer would provide time for them to be mentored and to develop and grow as leaders in important junior officer positions in their units before moving to positions of greater responsibility.

Recommendation 3. Allow regionally-based MACOMs to hold out of cycle, below the zone, promotion boards for 1LT and Captain. There will be officers who have substantial enlisted leadership experience, have completed all their education requirements, and/or deploy out of the ARFORGEN cycle. This recommendation allows individuals who excel in their accomplishments the opportunity to be considered for

below the zone promotion and greater responsibility sooner. This recommendation also closes the gap between Active and Reserve component officers and helps reduce the shortage of captains in the Army Reserve.

Recommendation 4. Require all Reserve officers to complete their Captains Career Course in an active duty, resident status. This would also require TRADOC and both Reserve components, the National Guard Bureau and the Army Reserve, to forecast both training seats and funding to ensure attendance. Since CAS3 is gone and there is no longer an educational requirement above CCC for promotion to Major, the Captains Career Course has become the capstone course of junior leader development before being expected to contribute and lead at the senior field grade level. If ever there was a time when both Active and Reserve officers needed to be taught from the same program of instruction (POI) and curriculum, it would be at this crucial juncture. Most field grade officers in the Reserves will work side by side with Active component officers sometime in their careers as Majors, Lieutenants Colonels, Colonels, or Generals. This would provide a basis from which all would have the same understanding of instruction and would be “singing from the same sheet of music” as it were.

Recommendation 5. To the geographic extent possible, align initial and follow-on assignments around the ARFORGEN cycle. When making initial assignments of newly commissioned officers, HRC should assign them to units that are in their training year 2 or 3 of the AFEF cycle. In the world of the Operational Reserves, units that may be in their final training year or even their ready year for mobilization and deployment are ripe to have newly graduated BOLC officers assigned to them. These officers often come

into the unit just in time to mobilize with the unit, not having spent time training into their assigned position and developing esprit-de-corps and relationships necessary for cohesive readiness for mobilization and deployment. Likewise, as mentioned before, officers assigned to a unit just returning from deployment will probably not deploy with that unit, but rather be promoted out to a higher level command before the next rotation. By assigning officers to units that are scheduled to deploy in two to three years, it allows the officer to grow into their duties and positions and allows them to deploy with their unit before being promoted to Captain and having to move above the platoon or company level.

Conclusion

As the Army Reserve takes a more active role in supporting operations at home and abroad, we will need quality junior officers who not only have the intellectual knowledge from their civilian education and military courses, but have practical, hands-on experience from working with units and soldiers; in garrison, the field, and in combat. In order to grow these quality officers, we must ensure we provide them with all the tools and time required to develop into mature senior officers, capable of leading the Army Reserve components well in to the 21st century. It is not an easy task, but it is one necessary to ensure the survival of the Army Reserve.

Endnotes

¹ *Reserve Officer Personnel Management Act (ROPMA)*, enacted with the FY 1995 Defense Authorization Act, effective 1 October, 1996.

² IBID.

³ AR 135-155, *Promotion of Commissioned Officers and Warrant Officers Other Than General Officer*, Headquarters, Department of the Army, Washington, DC, June 2004.

⁴ IBID.

⁵ IBID.

⁶ IBID.

⁷ Department of the Army Memorandum, "Amendment to Policy - Promotion of Second Lieutenants (2LT) to First Lieutenant (1LT)", Office of the Deputy Chief of Staff, G-1, Department of the Army, Feb, 2005.

⁸ Department of the Army Memorandum, "Acceleration of Promotion Consideration to Captain for the APL, AMEDD, and CH Army Reserve Competitive Categories", Principal Deputy Assistant Secretary of the Army (Manpower and Reserve Affairs), Department of the Army, Apr, 2006.

⁹ IBID.

¹⁰ Department of the Army Memorandum,, "New Reserve Officer Promotion Policy", Principal Deputy Assistant Secretary of the Army (Manpower and Reserve Affairs), Department of the Army, Oct, 2006.

¹¹ AR 135-100, *Appointment of Commissioned and Warrant Officers of the Army*, Headquarters, Department of the Army, Washington, DC, September 1994.

¹² Army Reserve G-1 Website: Updated 30 November, 2009. https://esaiwr.usar.army.mil/AKOG1/IMT/Officer/officer_int.htm

¹³ IBID.

¹⁴ AR 600-3, CH 7-13(2), *Commissioned Officer Professional Development and Career Management*, Headquarters, Department of the Army, Washington, DC, December, 2007

¹⁵ ATRRS Web Site, course scope and special information page for Transportation Officers, [https://www.atrrs.army.mil/atrrscc/courseInfo.aspx?fy=2009&sch=551&crs=8-55-C23+\(DL\)&crstitle=TRANSPORTATION+CAPTAINS+CAREER&phase=3](https://www.atrrs.army.mil/atrrscc/courseInfo.aspx?fy=2009&sch=551&crs=8-55-C23+(DL)&crstitle=TRANSPORTATION+CAPTAINS+CAREER&phase=3)

¹⁶ Charsagua, Joe, editor, "How the Army Runs", US ARMY War College, Chapter 7, "Reserve Components", Carlisle, PA 17013. Dec, 2007, p. 118

¹⁷ IBID, 121.

¹⁸ Army Reserve Expeditionary Force, down-loaded from: <http://www.globalsecurity.org/military/agency/army/images/aref-image2.gif>

¹⁹ Department of the Army Memorandum, "Acceleration of Promotion Consideration to Captain for the APL, AMEDD, and CH Army Reserve Competitive Categories", Principal Deputy Assistant Secretary of the Army (Manpower and Reserve Affairs), Department of the Army, Apr, 2006.

²⁰ United States Army Human Resources Command Website: Updated February, 2007, <https://www.hrc.army.mil/site/protect/reserve/soldierservices/guidance/devguides.asp>

²¹ Buchanan, Jeffrey, "ARFORGEN" Professional Development Slide show brief, Office of the Chief, Army Reserve, Force Management, Washington, D.C., January 2010.

²² IBID.

²³ Human Capital Enterprise Website: Updated February, 2010, <https://www.armyenterprise.army.mil/core/Pages/HumanCapital.aspx>

²⁴ Ibid.

²⁵ Ibid.

²⁶ Philpott, Tom, "Adapting the Army" Military Officer, Alexandria, VA, December 2009 p. 57

²⁷ Mueller, Greg, "Leaders Discuss Enterprise Approach to Support Training of a 21st Century Army", on Gen Dempsey's address to the Association of the United States Army's Winter Symposium, Fort Lauderdale, Florida, Feb. 25, 2010.